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AUTHOR Tyree, Edna J.
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ABSTRACT

This paper describes the organization and implementation of 16 seminars on the subject of developing the potentials inherent in the individuals involved. The stated goals of this group project for teacher corps interns are: (1) identify and use personal strengths and potential in many areas; (2) understand achievement patterns and the way in which they encourage or inhibit the use of personal potential; (3) become aware of individual value systems; (4) establish and achieve immediate and long-range goals; (5) identify areas of latent potential; (6) learn how to resolve conflict; (7) learn self-motivation. An outline of activities for the achievement of stated goals is provided for each of the seminars. (JD)

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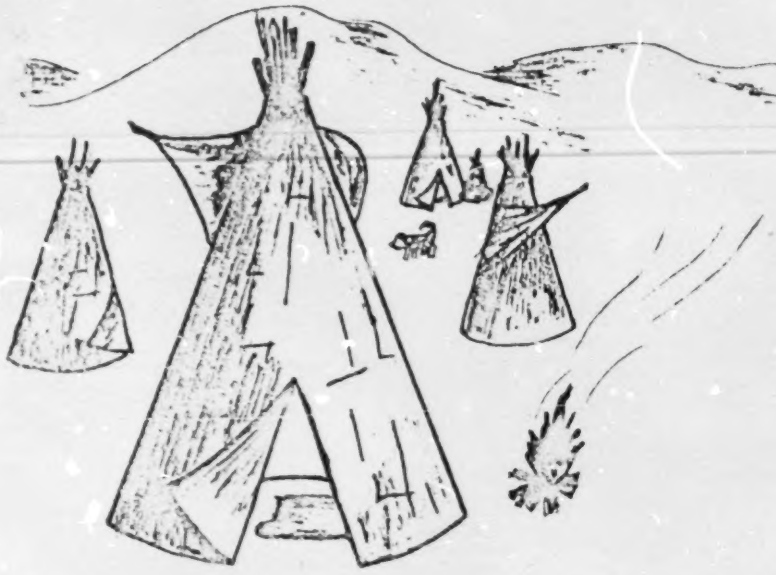

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Human Potential Development

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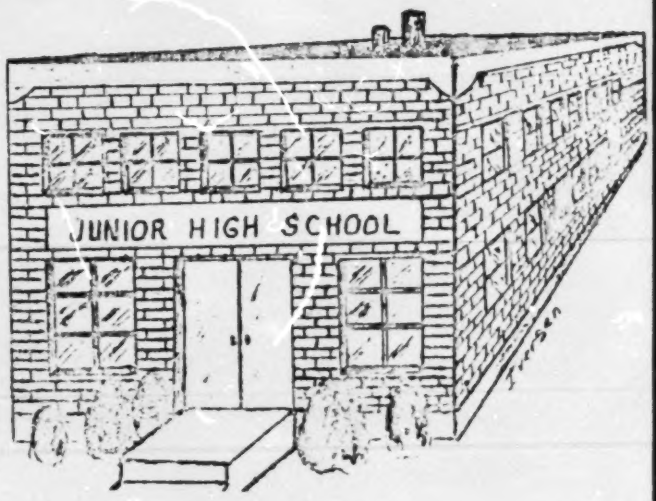

Module Title: SOCIAL SCIENCE For: TEACHER CORPS INTERNS

Objective Title: HUMAN POTENTIAL DEVELOPMENT

Person Responsible: Teacher Corp Staff Member - Edna J. Tyree

Purpose of Module:

The purpose of the Human Potential Module is as follows: to help each person 1) identify and use personal strengths and potential in many areas; 2) acknowledge and understand his achievement patterns and the way in which they encourage or inhibit the use of personal potential; 3) become aware of his own value system; 4) become able to establish and achieve immediate and long-range goals that utilize his personal strengths and values; 5) identify areas of latent potential and be able to tap into them; 6) learn how to resolve conflict; and 7) learn self-motivation.*

Facilitator Training:

The Human Potential Development Module is designed to be facilitated by a group leader, whether that designated personnel be the team leader, a graduate trainee or an intern.

The Facilitator will read the enclosed mini-seminar Guide and listen to the cassette recording on Human Potential training.

The Factilitator will complete all organization tasks required to implement the Modules such as time, place, materials, etc.

The Facilitator will attended a two-day workshop, sponsored by Teacher Corps, where he will perform all tasks relating to the scheluded Human Potential Seminars, as a group trainer.

The Facilitator will inform all trainees of the rationale, objectives and procedure of the Human Potential Development Module.

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*Kendall College in cooperation with Achievement Motivation Systems, 1430 S. Michigan Avenue, Chicago, Illinois.

Notebooks

The Facilitator will instruct trainees that a notebook, recording personal discoveries that relate to the Seminar objectives, will be kept on a weekly bases for the purpose of Growth evaluation of the trainee after completion of all Seminars.

*Note: The notebooks belong to individual trainees and are not to be viewed without their permission.

The Facilitator will apply all knowledge and experiences gained in the Human Potential explosure (reading & listening to tape and workshop) by performing the 10 programmed seminars on Human Potential.

Evaluation for Facilitator

The facilitator will document all Seminars held with trainees in relation to their Seminar attendance, and completion of stated objectives relating to assigned readings and seminar objectives. Documented recordings will be submitted to Edna J. Tyree, Teacher Corps staff, in report form after the completion of all seminars.

Assigned Readings:

Facilitator and Trainees, for increased self-understanding of how the social factor impedes or hinders the development of his potential, will read the first four chapters in A Guide to Developing Your Potential by Herbert Otto.

Seminar Number 1

The Facilitator will read the handout for Seminar No. 1 and give a short introduction to the trainee as to the purpose of the group Seminar, following schedule plan outline on page 3 of Seminar No. 1.

The Facilitator will then complete all group tasks described in Seminar No. 1 with trainees and document, in written form, the attendance of trainees, and the completion of all tasks of Seminar No. 1 for use in the final evaluation.

The Facilitator will remind the trainees of the purpose of their notebooks and outline the tasks completed in Seminar No. 1 that all are to be documented for their final Evaluation Report.

The Facilitator will then give each intern a copy of Seminar No. 1 for their personal use.

Seminar Number 2

The Facilitator will read the handout for Seminar No. 2 and give a short introduction to the trainees as to the purpose of the group Seminar, following the scheduled plan outlined in page 7 of Seminar No. 2

The Facilitator will then complete all the group tasks described in Seminar No. 2 with the trainees and document, in written form, the attendance of the trainees, and the completion of all tasks of Seminar No. 2 for use in the final Evaluation Report.

The Facilitator will give each intern a copy of Seminar No. 2 for their personal use.

(Optional Task)

The Facilitator will call the trainees' attention to the attached handout labeled, Human Potential, Writing of Abraham Maslow, and give the trainees the option of reading and discussing this handout for the purpose of further understanding of human potential.

Seminar Number 3

The Facilitator will read the handout for Seminar No. 3 and give a short introduction to the trainees as to the purpose of the group Seminar, following the scheduled plan outlined on page 10 of Seminar No. 3.

The Facilitator will then complete all group tasks described in Seminar No. 3 with the trainees and document, in written form, the attendance of

the trainees, and the completion of all tasks of Seminar No. 3 for use in the final Evaluation Report.

The Facilitator will then give each intern a copy of Seminar No. 3 for their personal use.

Seminar Number 4-6

The Facilitator will read the handout for Seminars No. 4-6 and give a short introduction to the trainees as to the purpose of the group Seminar, following the scheduled plan outlined on page 15 of Seminar No. 4-6.

The Facilitator will then complete all group tasks described in the introduction, using the same supplement suggestions from pages 16, 17, and 18 to achieve the outline tasks for Seminar No. 4-6.

The Facilitator will then give each trainee a copy of Seminar No. 4-6 for their personal use.

The Facilitator will call the trainees' attention to the purpose of their notebooks, and encourage the trainees to document the self discoveries, throughout the Seminar for use in their final Evaluation Report.

The Facilitator will document the trainees' attendance and their completion of all the tasks described in the introduction to Seminar No. 4-6 for use in the final Evaluation Report.

Seminar Number 7

The Facilitator will read the handout for Seminar No. 7 and give a short introduction to the trainees as to the purpose of the group Seminar, following the scheduled plan outlined on page 19 of Seminar No. 7.

The Facilitator will then complete all the group tasks described in Seminar No. 7 with the trainees and document, in written form, the attendance of the trainees, and the completion of all tasks in Seminar No. 7 for use in the final Evaluation Report.

The Facilitator will then complete all group tasks described in the Seminar No. 13 with the trainees and document, in written form, the attendance of the trainees, and the completion of 11 tasks in Seminar No. 13 for use in the final Evalutation Report.

The Facilitator will give each intern a copy of Seminar No. 13 for their personal use.

Seminar Number 14

The Facilitator will read the handout for Seminar No. 14 and give a short introduction to the trainees as to the purpose of the group Seminar, following the scheduled plan outlined on page 32 of Seminar No. 14.

The Facilitator will then complete all group tasks described in the Seminar No. 14 with the trainees and document, in written form, the attendance of the trainees, and the completion of all tasks in Seminar No. 14 for use in the final Evaluation Report.

The Facilitator will give each intern a copy of Seminar No. 14 for their personal use.

Seminar Number 15

The Facilitator will read the handout for Seminar No. 15 and give a short introduction to the trainees as to the purpose of the group Seminar, following the scheduled plan outlined on page 36 of Seminar No. 15.

The Facilitator will then complete all group tasks described in the Seminar No. 15 with the trainees and document, in written form, the attendance of the trainees, and the completion of all tasks in Seminar No. 15 for use in the final Evaluation Report.

The Facilitator will give each intern a copy of Seminar No. 15 for their personal use.

Seminar Number 16

The Facilitator will read the handout for Seminar No. 16 and give a short introduction to the trainees as to the purpose of the group Seminar, following the scheduled plan outlined on page 38 of Seminar No. 16.

The Facilitator will then complete all group tasks described in the Seminar No. 16 with the trainees and document, in written form, the attendance of the trainees, and the completion of all tasks in Seminar No. 16 for use in the final Evaluation Report.

The Facilitator will give each intern a copy of Seminar No. 16 for their personal use.

Final Evaluation

The Facilitator will submit his final Evaluation report, which will include - an individual summary of each seminar held and tasks completed, the attendance pattern of each trainee and the facilitator's personal feelings and reactions to the total Human Potential Development Module.

The trainee will submit a summary of all tasks complete and their individual feelings and reactions to each task, and an overall growth profile identifying areas of behavior change in relation to the objectives:

Objective 1

Identify and use personal strengths and potential in many areas.

Objective 2

Acknowledge and understand his or her achievement patterns and the way in which they encourage or inhibit the use of his or her potential.

Objective 3

Become aware of the trainees' own value system.

Objective 4

Become able to establish and achieve immediate and long-range goals that utilize his or her personal strengths and values.

Objective 5

Identify areas of latent potential and be able to tap into them.

Objective 6

Learn how to resolve conflict.

Objective 7

Learn self-motivation.

HUMAN POTENTIAL SEMINARS

16 Week Outline for Group of 10-12 Persons

WEEK	FOCUS
I	1. Personal Unfoldment Experience 2. Reinforcement of Empathy 3. Goal setting criteria 4. Goal setting
II	Reinforcement of Personal Unfoldment Experience 5. Peak Experience, Goal Setting Questions from Group
III-VI	Goal Review 6. Achievement Acknowledgement and Analysis Experience (AAA); Goal Setting; Questions from group.
VII	Goal Review: Video tape experience - to demonstrate importance of mental attitude and self-motivation: Goal Setting
VIII	Goal Review: Identification of Personal Values; Goal Setting - all goals from IX-XVI will be set in relation to personal values.
IX-XII	Goal Review: Strength Bombardment: Goal Setting
XIII	Goal Review: Human Potential Bombardment: (Fantasy) Goal Setting
XIV	Goal Review: Conflict Resolution: Goal Setting. Announcement of long-range goal setting in next session.
XV	Goal Review: Statement of long-range personal goals using strengths and values
XVI	Implication of entire Human Potential Experience Reinforcement.

KENDALL COLLEGE

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSION NO. 1

In a group of twelve persons plus the leader, the two hour period will probably be used as follows:

1) Introduction of purposes of the group (10 minutes or less)

2) Personal unfoldment experience--3 minute unfoldment and 1 minute happiest moment--recommend this for any group--12 persons (52 minutes)--If group is 10 in size use 6 minute unfoldment. (66 minutes or less)

3) Reinforcement experience - 26 minutes - about 2 minutes per person -- if of 10, 22 minutes.

4) Goal Setting - Criteria discussed (10 minutes or less)

5) Goal Setting (15 minutes)

6) Questions from group (5 minutes)

HUMAN POTENTIAL SEMINARS*

SESSION NO. 1

The size of the group has most often been no more than 10 to 12 persons. All participants should be volunteers rather than coerced to be present. There should be as much heterogeneity as possible in terms of sex and academic achievement. In other words, groups should not be put together on the basis of any psychological diagnostic category or on the basis of an academic label. The recommended length of time for a Human Potential Seminar is one and one-half to two hours of continuous time each week. At Kendall College the seminars have been non-credit. The granting of academic credit may provide a further incentive for students to enter the Seminars. Students have been recruited through the registration process. The description of the course may read as follows: Human Potential Seminars: The focus of the seminar is to help each person to discover his strengths; acknowledge and understand his personal achievement patterns, and plan immediate actions to achieve his goals. Emphasis is placed on the development of personal potential in many facets of a person's life. Open to all students.

Session No. 1

I. Statement of the purposes of the Human Potential Seminars. (This should take no longer than 10 minutes, less if possible.) The leader begins the session by welcoming the group members and indicates that in a few moments they will be involved in introducing themselves at some length. The purposes of the Human Potential Seminars are as follows: to help each person 1) identify and use personal strengths and potential in many areas; 2) acknowledge and understand his achievement patterns and the way in which they encourage or inhibit the use of personal potential; 3) become aware of his own value system; 4) become able to establish and achieve immediate and long-range goals that utilize his personal strengths and values; 5) identify areas of latent potential and be able to tap into them; 6) learn how to resolve conflict; and 7) learn self-motivation.

This is primarily an action system, not an analysis system. In essence, the behavioral objectives are: increased affirmation of self-worth, increased self-motivation and increased self-determination. The Seminars are grounded in the assumption that something is right with the participant rather than focused on what has him hung up.

II. Personal Unfoldment Experience. This experience can be introduced as follows: "We are now going to move into what we called the personal unfoldment experience, or depth unfoldment experience (based on work done by Dr. Herbert Otto). I will begin. I will have six minutes as will each person here in which to unfold myself in a personal enough way that you will all become more acquainted with who I am as a person. During the first five minutes of our unfoldment experience, each of us will be involved in disclosing from early in life to the present moment those experiences which we feel have contributed to our being the person we are now." (Note: In some settings 3 minutes of unfoldment has been used effectively instead of five - the shorter time relieves anxiety often.) These need not necessarily or even primarily be traumatic experiences but may include them. The last one minute will be used in sharing the happiest moment in your life. (Note to leader: In noting the happiest moment that a person has had, the leader becomes introduced in the first session to the value system of each participant.

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This is not usually stated to the group.) If any person is unable to use the full 6 minutes, then the group will be invited to ask questions which will help us to know you better. Are there any questions? Then I will begin. (Note to leader: The leader gets the depth of unfoldment by going first. This "instructs" the participants as to the level of unfoldment with which the leader is comfortable. Also, if the group members seem consistently to not us six minutes, move on. Your goal is to make the entire experience positive. Avoid creating anxiety.)

The depth unfoldment experience is a six minute, timed experience. A three minute egg timer can be used with effective results. The leader needs to enforce the time limit in order to accomplish the goals of this particular session and thus creating group hostility or personal anxiety. Because of the positive feeling which usually exists following the unfoldment a break is recommended only if the group is very tired.

III. Reinforcement of empathy. When each group member has completed the unfoldment experience, the leader introduces the reinforcement aspect of the unfoldment. The leader may wish to say something similar to the following: "Now we want to test your potential to 'be with' each other and to listen to each other. We are going to start with me and I'm going to ask that the group remember as much as you can about what I disclose of myself during my personal unfoldment experience. When we have finished with me we will then move to the person on my right and go around the group remembering as much as we can about each person here." Note to leader: This experience tends to deepen empathy by saying to each participant that there are persons who have heard even the most minute of details. This also reinforces the participants' potential to listen. This is often an exciting experience to many. It is important that verbal feedback be given to each group member. Therefore, the leader will need to move the group on to the next person just as soon as the recall has been given. The leader may wish to end the recall with any given person by asking, "Have we forgotten anything, Nancy?"

IV. Goal Setting: This may be introduced as follows: Before we end our session for today we want to turn for a few minutes to the matter of goal setting. Each week we will all set goals that we will achieve by the time we meet for our next session. Let me put on the board the criteria that are to be used in goal setting. Then we will give each person an opportunity to set his goal and to indicate to the group what his goal is to be. The criteria are as follows:

1. Conceivable. The goal must be conceivable. You must be able to put it into words. It cannot be something you have a vague or hazy feeling about but rather something that you can put into words as a definite goal.

2. Believable. You must believe you can achieve the goal in the period of time that is at your disposal. i.e., in seven days.

3. Achievable. It must be possible for the goal to be achieved in the next seven days.

4. Measurable: The goal must be put into measurable, specific terms rather than left in abstract or general terms. For example: it is not sufficient for a student to say, "I will study more in the next seven days." or "I will try harder." The goal must take a more specific form such as. "I will study anthropology two hours a day for the next seven days, or two hours a day on Monday, Wednesday, Friday of this

week." In this criteria, you become aware of what you have to do to achieve your goal.

5. Want to do it. The goal must be something that you want to do rather than something that you feel you must do. The goal cannot be set for you by someone else. For example, a test on Thursday cannot determine the goal of studying for a test.

6. Presented without an alternative. The goal must be presented without an alternative. You commit yourself to a specific plan not two alternate plans. (For instance, it is not acceptable to say, "I will either study anthropology or I will do my music assignment.")

7. The goal is to be neither self injurious nor other injurious.

Then these criteria are given the leader then indicates to the group that they are now to set goals that they will achieve by the following session. (Note to leader: Usually 3-5 minutes is a sufficient amount of time for this.) When this is finished the group leader asks each participant, including himself if the leader wishes to be involved in goal setting on a regular basis, to indicate to the group what his goal is. He then asks the group whether the presented goal meets the criteria listed above. If it does, the goal is accepted. If it does not, the participant is asked to state another goal.

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSION NO. 2

In a group of 12 persons plus the leader, the two hour period will probably be used as follows:

1) Reinforcement of personal unfoldment experience (25 minutes)

2) Review of weekly goals - (15 minutes) - and discussion if needed - Focus: what doing instead - set goal there.

3) Break - (5 minutes)

4) Peak Experience Recall - (50 minutes)

5) Goal setting - (10 minutes)

HUMAN POTENTIAL SEMINARS

SESSION NO. 2

I. Review of "who" group members are

Quite often it is helpful to begin the second session by a review of who the persons present are. There are several ways of doing this. One effective method has been to begin by the leader saying his own name and them remembering all he can about one other person and that person remembers something about somebody else and changes seats with him. This achieves three things: It reinforces the fact that we are listened to, that we can listen to each other, and it changes any seating habits that the participants may already have begun to assume. The leader may make it very clear that he is trying to introduce change into the life of each person. Hence, it may be helpful to change seats as often as possible so that the group does not "harden" into a habit.

II. Goal Review

The leader may wish to begin this aspect of the session in the following way. "Before we move into achievement acknowledgement and analysis let us review the goal that each of us set for this week and indicate to the group whether you were able to achieve your goal." The leader may then begin. If the leader has decided not to be a part of the goal setting experience, he may turn to any person in the group to begin. The person should state his goal and state his success or lack of success in achieving the goal. Under no circumstances should the leader ask "why" the person did not achieve his goal. Nor should he permit participants at this stage in the group process to begin giving reasons why. The rationale for this is that reasons or excuses only serve to underline the negative behavior rather than to change it. The leader may wish to put the criteria for group establishment on the board again and if a goal has not been achieved he may then say to the group, "All right, now looking at the criteria for goal establishment, where did Mary or where did Bob seem to mess up. We are not looking for reasons but only for how - in terms of the criteria, Mary might help herself in achieving her goal for the next." A second desirable way of responding to a goal that has not been avhieved is to ask a person what he did instead. In so doing, the leader is suggesting that this might give the person a clue as to the kinds of things that are more important to that person at this point. If the person chooses to set a goal in the same area two weeks in a row, this can be done. But if the goal is not accomplished two weeks in a row, the person should be strongly encouraged to set a goal elsewhere. This early in the group's life, the important thing is to help each person become involved in achieving some goal. The size and nature of the goal is unimportant. The fact of doing the goal is the important fact. When each person has finished reviewing his goal and responded to it, a discussion of goal setting may be in order if the group seems to need this. Or a review of the criteria may be in order. Spend as much time as needed on this but probably no longer than the first hour should be comsumed in review of the personal unfolding experience and of the goal review and discussion.

III. Peak Experience Recall

The purposes of this experience are twofold: 1. to further develop a group cohesiveness and trustful empathy, 2. to assist each person in the process of recalling healthful, positive growth experiences which he has had throughout his life.

The leader may wish to introduce the experience as follows: "I want each of us now to spend some time recalling peak experiences or healthful positive experiences we have had at various times in our life. The purpose of this is to encourage you

to know the positive side of yourself better and to help each of us better know and trust the other members of the group.

Peak experiences or positive growth experiences are to be entirely positive. At this time, any traumatic or negative experience which you now feel had a positive meaning to you should not be included. We are interested only in those experiences which were positive growth experiences in their own right.

I would like each of you to write down one or two such experiences you have had in the last year. Then we will work back in our life in 3 year periods of time and recall positive growth experiences. When you reach the teen years (if this is an adult group) please note experiences in the years 16-18, 13-15, 10-12, 7-9, and 3-6. Go back as early in your life as you can. Note to leaders: Usually in a group of 10 persons at least one person will have a memory from his third year of life.

When the group members have finished their positive growth experiences, the leader indicates that these experiences are now to be shared. The procedure is as follows: "Let us begin to share our personal peak growth experiences with each other. To do this, anyone here may share a growth experience you have had in the past year. Then any person who wishes may add his experience. If another person's growth experience triggers a recall of an experience you have had, please say so. We will then work back into each of the three year periods. You need not feel obligated to share something at each period, but you may. We are interested in having further positive experiences recalled by the "Triggering" action. Now who would like to share an experience from this year.

IV. Goal setting

Review the criteria for goal setting. Ask each person to set a goal and report it to the group. The group decides whether the goal meets the criteria.

HUMAN POTENTIAL

(Writings of Abraham Maslow)

Very early in the 20th Century, William James, one of American's most distinguished psychologist-philosophers, concluded that the average individual was using only a small part of his full potential. James considered this one of his most important discoveries. "Compared to what we ought to be, we are only half awake. Our fires are dampened, our drafts are checked, we are making use of only a small part of our mental and physical resources." For some reason psychiatrists and behavioral scientists lost sight of this important conclusion--probably because of the orientation of the disciplines toward the study of mental illness, "the average," and animals. Whatever the reasons, very little has been done in the last fifty or sixty years to study human potential and how to develop it. As recently as 1967, Dr. Herbert Otto, a social psychologist who has pioneered in this area stated, "...the topic of human potentialities has, for the last 50 years, been almost totally ignored as a focus of research activity by workers in the social and behavioral sciences."

Belief that the human species has a great deal of unrealized potential is an important aspect of Dr. Maslow's comprehensive theory of human motivation. He believes that all or, at least, nearly all babies are born with the potential and the need to grow psychologically.

By studying the best of humanity, the less-than-one per cent at the top, we get an idea what man's potential really is. Most, if not all, of the human species, Maslow believes, have a need for and a tendency toward self-actualization. In spite of the fact that apparently all have this potential, only a tiny percentage is now achieving it. This is, in part, because people are blind to their potential; they neither know what is possible nor understand the rewards of self-actualization.

One example Maslow cites is that of the Olympic gold medal winner. The champion demonstrates what the potential in his specialty is, and holds this up as a standard for all other athletes. When Maslow was a youngster trying to compete on the track team, it was considered a human impossibility to run a mile in less than four minutes. Eventually, what was humanly "impossible" became possible because people proved that it was possible. And with each new record the human potential in these events increases.

Maslow's concept of man does not rule out the probability of genetic differences at birth; however, it recognizes that species-wide potentials exist as well. These great potentials exist in each human being, but are difficult to measure. "We cannot measure how tall a person might become, only how tall he is. Never how intelligent he could be under best conditions, only how intelligent he is under actually existing conditions." Thus, all we can do is look to these outstanding people, these "Olympic medal winners," who broaden our horizons.

Maslow believes that most individuals have a capacity for creativeness, spontaneity, caring for others, curiosity, continual growth, the ability to love and be loved, and all of the other characteristics found in self-actualized people. A person who is behaving badly is reacting to the deprivation of his basic needs. If his behavior improves he begins to develop his true potential and move toward greater health and normality as a human. Freud, says Maslow, taught us that past experiences exist in the present in each individual. "Now we must learn from the growth theory and self-actualization theory that the future also now exists in the person in the form of ideals, hopes, duties, tasks, plans, goals, unrealized potentials, mission, fate, destiny, etc."

Maslow encourages his graduate students to set high levels of aspiration. He will ask them what great book or great task they are planning to accomplish. This type of questioning tends to embarrass students, and they seek to evade it. But Maslow asks, "If you plan to be a psychologist, do you plan to be active or inactive; good or bad? If you do not aspire to write the great new classic, who will? If you deliberately plan to be less than you are capable of being, then I warn you that you'll be unhappy for the rest of your life. You will be evading your own capacities, your own possibilities.

It takes a certain type of arrogance and dreams of the grandiose for an individual to say he will surpass Plato, and the person who sets such a high goal is bound to have moments of weakness because he knows his own imperfections. But he should realize that Plato himself must have had similar moments of doubt, uncertainty, and weakness, but pushed on regardless. Maslow warns that self-actualizing people reported what he called "peak experiences"--moments when they felt at their very best, moments of great awe, intense happiness, rapture, bliss, or ecstasy. Gradually it became apparent that peak experiences were not occurring exclusively to psychologically healthy people; apparently most individuals can and frequently do have peak experiences. Maslow found that the best question to ask people was to describe "the single most joyous, happiest, most blissful moment of your whole life."

Thus, a peak experience is a moment in the individual's life when he is functioning fully, feels strong, sure of himself, and in complete control. (A comparison might be made with an engine that suddenly hits on all cylinders and performs perfectly, producing a real surge of power; whereas, it had been missing, sputtering, and running poorly. Inventors, great athletes, leaders, and executives exhibit this type of behavior when functioning at their peak. The person in peak experience is more decisive, stronger, single-minded able to withstand opposition, sure of himself. To the observer, this person looks more reliable, dependable, and trustworthy.

It is sometimes possible to recognize this moment in therapy. Carl Rogers described the peak experience as "fully-functioning." During this period of integration and unity the individual is more spontaneous, more and more expressive, and there is a feeling of being free of the past and the future. During these moments of great happiness, doubts, fears, inhibitions, temptations, and weaknesses are absent--also feelings of self-consciousness.

Peak experiences may be brought about by many causes: listening to great music, a great athletic achievement, a good sexual experience, even dancing. "It looks as if any experience of real excellence, of real perfection, of any moving toward the perfect justice or toward perfect values, tends to produce a peak experience."

Some examples from Dr. Maslow's files are as follows: "A young mother was scurrying around her kitchen and getting breakfast for her husband and young children. The sun was streaming in, the children, clean and nicely dressed, were chattering as they ate. The husband was casually playing with the children; but, as she looked at them she was suddenly so overwhelmed with their beauty and her great love for them, and her feeling of good fortune, that she went into a peak-experience."

"A young man working his way through medical school by drumming in a jazz band reported years later, that in all his drumming he had three peaks when he suddenly felt like a great drummer and his performance was perfect."

"A hostess after a dinner party where everything had gone perfectly and it has been a fine evening, said good-bye to her last guest, sat down in a chair, looked around at the mess, and went into a peak of great happiness and exhilaration."

Not only does the person having peak experience feel better, stronger, and more unified, but the world looks better, more unified, and honest. For an average person a peak experience can be a fleeting glimpse of what self-actualization is. From a variety of descriptions from perhaps one hundred different individuals, Maslow made a list of some of the words which seem to be common to peak experiences, regardless of their source. The list, as can be seen, is identical to the Being-values of a self-actualizing person. They are "truth, beauty, wholeness, dichotomy-transcendance, aliveness-process, uniqueness, perfection, necessity, completion, justice, order, simplicity, richness, effortlessness, playfulness, and self-sufficiency."

Peak experiences may have beneficial therapeutic effects--that is, the removal of neurotic symptoms. Maslow has received several reports from psychologists and others about peak experiences which were so profound as to permanently remove certain symptoms. Under the right conditions these experiences can change people in a permanent way. Working with alcoholics, Dr. A. Hoffer tried to induce peak experiences for therapeutic purposes. Music, visual stimuli, suggestions, mescaline, and L.S.D. were used to give the alcoholics peak experiences. It was found that the majority of alcoholics who were able to conquer their problem reported peak experiences, while almost none of those who did not have peak experiences were able to reform.

Most people, Dr. Maslow found, did not readily talk about their moments of great joy and ecstacy. They were not the types of experiences people spoke of in public. Many were embarrassed or ashamed because these experiences were not "scientific." Many people, during and after these moments of joy, felt very fortunate and grateful, and as a result, felt a love for others and the world, and even had a desire to do something good in the world as repayment. Maslow found peak experiences to have most of the characteristics traditionally ascribed to religious experiences from nearly every creed and faith. "Is it not meaningful also that the mystic experience has been described in almost identical words by people in every religion, every era, and in every culture?"

William James called these "mystic experiences" and described them in detail. Maslow reports that the descriptions of these experiences by religious people and by people who do not consider themselves religious seem to be almost identical, and thus, believes it is possible to dissociate this experience from any supernatural reference, because it is a natural experience as well. Freud, who was an atheist, also described it and called it "the oceanic feeling."

Maslow concludes that during the peak experience people have a better perception of reality itself. During these moments people have the same insights that many philosophers and theologians have had regarding the unifying aspects of reality.

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSION NO. 3

In a group of twelve persons plus the leader, the two hour period will probably be used as follows:

1) Goal Review (10-15 minutes)
   Focus: what doing instead of goal is not achieved.

2) Achievement Acknowledgement and Analysis Experience. Try to limit the time spent on any one person to 20-25 minutes, or the group may begin to drag, or persons will be denied the entire process later in the group due to time pressures. (Three persons should be involved in this phase in this session.)

3) Goal Setting (15 minutes)

4) Summary of where group has been in first three sessions.

5) Questions from Group (5 minutes)

HUMAN POTENTIAL SEMINARS

SESSION NO. 3

I. Goal Review
Again ask each person to state his goal and whether or not he was able to achieve it. If not, the leader may ask what the person did instead and suggest that this may more nearly reflect what is presently important to that person. The criteria for goal setting may be listed and the individual and group invited to state where the criteria may not have been met. Most commonly the criteria of "wanting" to do the goal is seen in conflict with "should want to do the goal."

II. Achievement Acknowledgement and Analysis Experience.
(Hold to no more than 20-25 minutes per person)
This phase can be introduced in the following way - "Now we are going to move into what is called achievement acknowledgement and analysis. In this experience we want each of you to be able to see the number and variety of achievement experiences you have already had. Also the group will point out ways in which you may have the potential for further achievements. For this experience, I would like each of you to put your name on a piece of paper and put it in this hat which I'll pass around (or whatever the leader happens to have around). No one is required to participate, but I would encourage all of you to be a part of this. The person whose name is drawn will begin by giving us as many experiences of achievement as he can remember having had in his life, beginning as early in life as possible and moving as close to the present as possible. Each of us will be writing down these achievement experiences. When a person is finished, together we will look for patterns and principles that help us to understand the nature of this person's definition of achievement, and the way in which his definition helps him to use or not use his potential. When the person has finished giving all achievement experiences he can remember having had, we will then ask that person to give us two or three recent experiences in which he failed to achieve. We do so in order that we may compare those with his more successful achievement experiences.."

Process Steps of Achievement Acknowledgement and Analysis.
1. Prior to the drawing of a person's name, the leader invites the group to define areas that might be involved in being a whole person. The definition should be done in areas rather than attempt a philosophical answer. Here may be listed on a blackboard such things as family, social relationships, marital, intellectual, vocational-work, emotional, spiritual, creative, esthetic, athletic, community, and any other areas of human life of which the group may think. It is desirable to invite the group members to answer the question "what constitutes a human life?" rather than for the group member is encouraged to broaden his understanding of what it means to be a person.

2. A person whose name is drawn lists his achievements and two or three recent experiences in which he has failed to achieve.

3. The leader may ask (for purposes of reinforcing the achievements) "what areas of human life has_____had achievements in?

4. The leader may ask for purposes of helping the person identify potential not yet explored) "What areas has_____not mentioned having had achievements in?" "_____, can you think of any achievements in these areas? Do you feel you might have some potential to be tapped into here if you ever chose to?"

5. The leader may say "Now we want to look for any patterns we may see in _____ achievements and non-achievements which help him use his potential or hinder him in using it. Let me distribute to you a sheet on which you will see some areas in which we may identify patterns. Are there questions about this? Partly we are trying to understand how _____ defined achievement." Give the group time to understand this aspect and then apply it to the target person's achievements.

6. "Is there anything we can say to _____ that might help him use his potential more?"

7. "Is there anything _____ you want to say to us about how you think you can use your potential in the way you want?"

8. Person's response to the experience.

Note to leader: An alternate method of doing achievement acknowledgement has worked especially well with high school and college students. Once a name is drawn out, the person is asked to begin in his present year and to indicate as many achievement experiences as he can remember. For instance, he may cite successes in his 20th year, in his 19th year, etc. Encourage each person to go back as far as he can go. Conclude this portion with a mention of two or three unsuccessful experiences in recent months or weeks.

Yet another alternate method has been to ask each person in a group to write down one achievement experience he has had at age 20, 19, etc. If he is able to pin point one. Go back as early in life as three years of age. The experiences are then shared in a group fashion rather than by drawing the name of just one person.

Another method of using the achievement acknowledgement has worked particularly well with adults. Rather than to take any one year of age and work back, start them in the last five years of their lives and work back in 5-year periods so that they learn to see their achievements in terms of periods in their lives rather than in terms of trying to remember something general that is unrelated to a specific time in their life.

III. Goal Setting;
Goals should be set for the next seven days. Again the criteria should be put on the board and persons should be asked to set a goal that meets those criteria. The goals should then be stated before the group and accepted only if they meet the criteria. The leader may wish to indicate that the achievement acknowledgement experience will be continued next week.

In a group of 12 persons the achievement acknowledgement experience will probably run through Session VI. This is an average of 3 persons for each session. The leader participates in this experience only as a leader, not as a participant. It may be helpful to summarize where the group has been at the end of this session in terms of the personal unfoldment, the goal setting, the peak experience recall, and now the opening exposure to the achievement acknowledgement and analysis experience. No questions relative to an analytical or theoretical understanding of the achievement acknowledgement should be entertained at this point. The purpose of this phase: assist each person in learning to respect and like himself more by reinforcing that which he has achieved.

IV. Questions from Group.

Achievement Patterns which have been seen:

1) The person may have an external validation system. That is, he may rely on persons or institutions outside of himself to say that he is achieving or is successful rather than relying upon any internal frame of reference.

Examples of this external validation pattern might be: a person refers to making the Dean's list, being promoted to a high position in his company, receiving an award, winning a prize, etc., as achievement experiences.

2) Internal validation. In this pattern the person is almost entirely dependent upon himself for the acknowledgement of the achievement. Examples of this type of validation may be seen in the following: a person feels that he has a good relationship with his family or with his wife, he believes he is doing his job well or that he is competent, he finds satisfaction in athletic participation or in an art production. There may be no external evidence of such. This is an internal success so identified by the person.

3) Sometimes a person uses failure as a spring-board to success. This may be noted in frequent failure experiences which serve as spring-boards into more positive achievement experiences. Or a person may "fight" the opinion of an "authority" that he cannot "do" a particular thing because he is not capable. The person may be motivated to "prove" to the other person that he can achieve in the questioned area.

4) Sometimes a discrepancy can be noted in the way a person defines achievement and non-achievement experiences. By using different criteria, a person can become unsuccessful in his pursuit of achievements. Example: A person may cite as achievement experiences "things" over which he has control--like getting paper work done on his desk, studying, doing a painting, washing his car, etc. At the same time he may cite as unsuccessful experiences his inability to get three different persons to do what he wanted them to do. In the achievement experience, he relied on his own values. In the failure experience, he did not acknowledge "external given" - the rights of others to disagree with his values for them in a particular situation.

5) The spoken word versus the written word. There are persons whose successful experiences will indicate that they rely primarily on the speaking of words rather than upon the written communication of words. Such persons have more confidence in talking with persons than in communicating through written form. Example: Successful achievement may be seen in debate success, persuading others, awards for speaking, etc. Unsuccess may be seen in difficulty in getting papers or articles written or in difficulty in "sticking with" reading a book for instance.

6) The male and female differences. A person may have either successful or unsuccessful experiences which are definitely related to persons of one particular sex. Example: A person may cite as successful experiences his relationship with his boss, his buddy, male teachers, etc. At the same time, he may cite as unsuccessful such experiences as his relationship to his girlfriend, mother, wife; an argument or problem with his secretary, etc.

7) An unfulfilled goal does not motivate. Example: Academic probation does not always lead to academic motivation.

8) A fulfilled goal may motivate the person to try other experiences in the same or new areas. "Success breeds success" is the principle.

9) Self-willing. Example: I can be what I want to be and do what I want to do.

10) A conflict between a desire to be acceptable and useful to others and a desire to do something that some others may not readily accept.

11) Competition may be necessary for success to be achieved. At times a person believes he is not achieving until he is "best" of all. This definition of achievement limits the positive feeling toward himself he might otherwise feel. It makes him a failure rather than the achiever he is. Example: A college man who finished 6th in the state swimming meet did not see this as an achievement since he was not "best of all."

12) Little spontaneity. This is a principle that may be seen to keep persons from using their potential. Example: A person plans out his whole life and cannot take advantage of the "moment."

13) Self-discipline.

14) The ordering of one's life in terms of priorities. The person has achieved in areas of importance to him.

15) Underdog pattern. The person using this pattern feels as though he is the underdog who must "fight" to get on top in a certain area. This person is cometimes proven to stop achieving in that area when the fight ceases. If he does achieve, he tends to dismiss the achievement (victory) in order to remain the underdog and prepare to enter the next battle.

16) A lack of fight for what a person wants.

17) Diligent work for everything that has been avhieved.

18) A relaxed "try" approach to life vs. mastery and completion.

19) An exploring attitude of freedom and openness.

20) Self-confidence versus an insatiable need to continue to prove that one can achieve in order to gain self-confidence.

21) A reconciliator or mediator role in which one attempts to bring unity in the midst of conflicts.

22) The refusal to accept situations or people as unchanging: thus an openness to achieve something different.

23) Initiator of change but then doesn't follow through change. Perhaps due to lack of discipline.

24) Spends time thwarting his own creativity and achievements. This person neutralizes himself so that he doesn't shine but balances the achievement with the failure. He stifles himself to keep the status quo.

25) Divides the present from the future and holds achievements for later. The person sees no achievements in past, nor does he see or plan any for the present. He is "future oriented" in terms of achievement plans. Problem: tomorrow may not get here for him.

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSIONS NO. 4-6

In a group of 12 persons plus the leader the two hour period will probably be used as follows:

1) Review of weekly goals - (15minutes) - Discussion only if some persons are not meeting goals. Focus: what doing instead? That's what is important to you. Set goal there. Focus: Maybe ask group "How can we help_____to begin to achieve the set goal?" (May take another 15 or more minutes.) Be free to give the time. Goal achievement is the single most important aspect of entire process.

2) Continue Achievement Acknowledgement and Analysis Experience.
   A. Review briefly the procedure the target person and group will follow:
      1. Areas involved in being human being - put on board - may use definition of Session No. 3.
      2. List achievements and 2-3 non-achievements that were attempted.
      3. What areas has_____had achievements in? (to reinforce the achievements)
      4. What areas had_____not mentioned having had achievements in?_____, can you think of any achievements in these areas? Do you feel you might have some potential to be tapped into here if you wanted to?
      5. Look for patterns that encourage or inhibit the use of potential.
      6. Anything we can say to_____that might help him use use his potential?
      7. Anything_____you want to say to us about how you think you can use your potential.
      8. Person's response to experience.
         (time: 60-85 minutes)

3) Break: (5 minutes) - given at end of first Achievement Acknowledgement Experience.

4) Goal Setting - Encourage all members to set a goal in an area other than where the goal has been set previously. This aids them in discovering potential. (15 minutes)

5) Questions from group (5 minutes)

6) Any methods known to the group leader which keep group members "alive" and "interested" may be used in any of the sessions. Keep the group moving, see "Group Methods for Involvement."

Session No. 4-6

GROUP METHODS FOR INVOLVEMENT

It has been the experience of some of the instructors that during phases when methods focus on individuals, a lag might be felt by the group members. At such times the instructor might introduce a group method for a part of a session to include the direct involvement of everyone.

The following list are some activities or methods to accomplish this involvement:

1) Ask persons to remember what they can about the previous achievement person and his patterns.

2) Split into diads. Have the two persons talk over what they remember about each other. Have the first person introduce the second person and vice cersa. This time for filling in memory gaps lessens anxiety.

3) Act out a successful experience during the week that the individual had.

4) Tell of one successful experience during the week.

5) Close your eyes and think or an extremely happy experience. Describe to the group. Some time limitation needs to be invoked here. This experience takes time.

6) Pantomine what they wanted to be when they were 6 years old.

7) Have the individual write down his highest strength as he sees it. When goal setting comes, ask him to set a goal using that strength. He does not need to reveal the strength to the group at this time. During the goal checking the following session, the leader may ask the group member to reveal his strength upon successful completion.

8) Have a group goal planned for an carried out in a short amount of time.

9) Use a step in the Value Bombardment by Noel McInnis. (See Session No. 8)

10) Use method from Dr. Otto's "Group Methods Designed to Actualize Human Potential."

11) Have each participant share something new he has learned in the group experience this far.

12) Play mirror or gibberish. This can also be done sometime before the group begins while you're waiting for the rest of the members to arrive.

MIRROR

Pair off the group into twos. (Pair members should sit directly opposite each other). Designate one member of the pair to be an initiator of action while the second member attempts to be the mirror and duplicate the action. Allow a couple of minutes for this experience. Switch roles and repeat format. After a few minutes explain to pairs that neither person should be identified as the leader but together they should develop movements and actions, still in the mirror situation. After some practice allow each group of twos to go out of the room and decide which person will be the initiator and which will be the mirror. The pair comes back into the room and attempts to stump the rest of the gorup. The groups job is to guess who's plauing which role.

GIBBERISH

Pair off the group into twos. Allow each couple to experience talking gibberish with each other. If all pairs do this at the same time, there is a lot of speaking going on which assists those hesitant persons to get involved. After the members have some familiarity with gibberish, have the rest of the group members assign a situation and roles to one pair. The pair should attempt to communicate with each other using gibberish, using 15 second cycles of English, then gibberish, then English, etc., as the verbal means of communication.

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSION NO. 7

In a group of 12 persons plus the leader, the two hour period will probably be used as follows:

1) Review of weekly goals. (15 minutes)

2) Video-tape experience - Focus: the image the person projects of himself and if this is consistent with the person he would like to project. (85 minutes)

3) Break - 5 minutes (sometime during the video-tape experience)

4) Set goals for the coming week (15 minutes)

HUMAN POTENTIAL SEMINARS

SESSION NO. 7

I. Review of Goals.
At this point, individuals should be accomplishing goals regularly. If an individual is still having problems, this might be a time when the class helps the individual look at several goals that he has set in the past, put a list on the board, and assist him in seeing the criteria he is not meeting. Often class response is better than leader response, since it removes the image of the leader as a teacher.

II. Video-Tape Experience.
This experience can be used in several places during the seminar, anytime after the members of the group begin to feel at eace with each other. A previous announcement about the use of the video-tape should be made one or two sessions before the actual experience, not to raise the anxiety-level but to lessen it. Purpose: to help persons recognize verbal and non-verbal communications they send and to emphasize the importance of one's mental attitude in communication.

An introduction to the experience might be:

> In addition to knowing the patterns in which we experience satisfaction and achievement and the personal strengths we possess, we need to know how we communicate to other persons--those verbal or non-verbal indicators which speak more than the message we are trying to get across. These subtle forms of communication may help or be keeping a person from using his strengths. To assist us in seeing ourselves as others see and hear us, we have the video-tape which records sight and speech. Those that want to participate in this experience will be asked to talk with enthusiasm about something which they have done or have successfully achieved during the last couple of weeks. We will then play back the tape for your own group's viewing and commenting.

Process

1. To get the group accustomed to the use of the machine, the camera can span the room so that everyone has an opportunity to see himself on the television. This experience often relieves the anxiety of the experience. Adolescents sometimes like to ham it up. You can ask them to give a one minute introduction of themselves on television, listing their credentials.

2. Ask for volunteers to tell about an exciting experience they have had within the last couple of weeks. Group members should be focusing on the person as he is speaking. The talk should take no longer than three minutes. There is some advantage in having the individual stand: his whole body is caught on the screen and certain mannerisms are detected.

3. Play the tape back. Ask the individual to respond to himself as he appeared on the tape. Then ask the others to see if the excitement as well as the enthusiasm was communicated to them. If so, where and how. If not, how could the individual have used his strengths to have the interested the rest of the members.

4. If there is time and the individual wishes, allow him to be on again. Always ask the individual at the close of the experience how he felt about being on the video-tape and seeing himself in the play-back.

   Note to leader: Watch for statements like, "I know this won't interest you, but.", "I suppose you've heard this before. . ." or other indicators such as a sigh, lack of facial experience, contradictory facial expression. These are expressions of a negative mental attitude.

   To change the pace of the video-tape experience, role playing can be initiated such as having a student seeking a job and having to speak about himself to an employer (played by another student). These situations seem more beneficial when they are within the common experience of the student. Another possibility might be the student talking to a teacher about a topic for a research paper or having students participate in a discussion similar to class discussion.

   The purpose of the group is to feed back to the individual his verbal and non-verbal strengths and those things which keep him from using his strengths. Note the importance of mental attitude in communication.

   If time is a factor, instead of rewinding the video-tape after each talk, all members can speak first and then the tape can be rewound, stopping between each person to discuss.

III. Set goals for the Coming Week

   If the individual has been achieving his goals regularly and wants to set more than one goal, he should be encouraged to do so, still meeting the criteria for each one.

   If the whole group has been meeting their goals consistently, the leader may ask that each person set one goal as usual and a second goal that is slightly more difficult to accomplish.

   Another alternative - the leader may choose not to mention goal setting and see if the individual mentions it or if no mention is made, if the group members set and achieve goals without the assistance of a group.

HUMAN POTENTIAL SEMINAR

OUTLINE FOR SESSION NO. 8

In a group of 12 persons plus the leader, the two-hour period might be used as follows:

1) Review of weekly goals (15 minutes)

2) Identification of Personal Values - Focus: assisting the individual to find and rank his own hierarchy of items of importance.

3) Break (5 minutes) sometime during the identification of values when convenient.

4) Goal Setting - in relationship to his values and strengths.

Note: See also McInnis Value Bombardment if interested in expanding the value identification.

HUMAN POTENTIAL SEMINAR

SESSION NO. 8

I. Review of Goals. If goals were set last week, they should be reviewed as usual.

If goals were not set last week, the leader should ask persons to share with the group those goals which they set by themselves and accomplished. There will undoubtedly be some talk about why the instructor did not have the group set goals. He should explain that part of the goal of the group experience is to have individual members carry this process into their daily lives, so that when the group no longer meets as a group, individual members can still use the process. Through group response at this point, the leader can tell at what level persons are in the translation process.

II. Identification of Personal Values. The leader might explain to the group "Whether we are aware of it or not, what we do is determined by what we think is important at the time." Today we will be involved in identifying our own value system. That is, we want to help each of us discover what is truly most important to each of us. We are interested in your values, not what your parents, peers, society or an institution say your values should be but what you hold as important to you. To arrive at some understanding of your values I'd like each of you to take a piece of paper on which you can write.

The process

1. I'd like each person to think of two decisions he has made in the last couple of weeks and what values they were operating on at that point. Help individuals see the alternatives that they had at that point and the values that operated during that decision.

2. Ask each person to write down what he would wish for if he would be granted three wishes.

3. Ask each person to finish the statement "happiness is _____."

4. Ask each person to list the goals he has previously set (this gives an indication of values.)

5. Ask each person to list his 5 top values. This may be done as follows: "I would like you to list the 5 most important things - the 5 top values - in your life. Please do so in their order of importance to you. Rather than use one word to describe those things, please use a phrase. For instance, rather than use the word "love", the phrase "My relationship with my girlfriend" is more specific.

Note: Since this is often the first time many persons have had to be specific on values, the identification takes time. Fifteen minutes is not at all unusual.

Note: The question always arises "Why do I have to rank these? Some of them are equal for me?" This is a time when the leader might explain that there are times when the ranking is very important. An example might be given: A man has a job which requires that he spend some time other than the 9-5 hours in order to be a top man in his position. He also has a family and two children which he thinks highly of, but doesn't seem to find the time to do the things with them that he would like. As long as he tries to hold two values at the same level - that of his job as a salesman and responsibility to the family, he has a conflict. In order to get out of his conflict, he needs to rank those two values and decide which is most important. In so doing, his actions become evident, and thus the conflict can be removed.

Another question: "Don't values change from time to time?" Yes, of course they do, depending upon certain situation. We will be working with values several times during the course of the seminar and you will have the opportunity of seeing some values change and others remaining somewhat constant. The important thing is that you know that you decide your values and act on them accordingly, thus determining your life instead of being determined by outside forces.

6. Ask each person to list his 5 top personal strengths,

7. A. Ask any given individual (done by drawing names if necessary) to share with the group what he has written in response to Numbers 1,2,3, and 4. The group members note these and infer that person's values from this set of responses.

   B. When the group members have finished the inferring, ask them to attempt a ranking of that person's 5 top values.

   C. Ask the target person to state the 5 top values he wrote down.

   D. Move on to other persons in the group and repeat this process.

III. Goal Setting. Ask each person to set a goal which uses his top values and top strengths. The value and strength are mentioned in relation to the set goal.

VALUE BOMBARDMENT

by

Noel McInnis, Kendall College

As with other bombardment experiences in the Human Potential Seminars, the Value Bombardment can be analyzed in two phases, self-revelation and group-feedback.

Self-Revelation:

The nature of one's personal value system being so highly ambiguous in its unrationalized state, its successful analysis depends upon the precision with which its ambiguity can be illuminated. Such precision can be obtained by going at the value system from numerous perspectives at different times, until sufficient data has been collected to permit oneself and others to visualize continuities and discontinuities in the professed system. Once these continuities and discontinuities can be visualized in the participants own Terminology, the rational ordering of personal values and the integration of value and goal systems is greatly facilitated.

In value bombardment, unlike our other bombardments, the basic element of self-revelation are written rather than verbal. At every meeting of the group, including the first one, each participant is asked to write and submit a prescribed list of items for later use in the course. A proposed schedule of lists follow:

1st week: Each participant lists all situations in his life over which he has no control, although he would like to.

2nd week: Each participant writes out his response to the question: "If you were granted five wishes, what would they be in rank order?"

3rd week: Each participant lists the three greatest ambitions of his life, in rank order.

4th week: Each participant write a brief answer to the question, "If you could order your life differently, what thing or things would you do that you do not presently do, and what thing or things that you presently do would you cease to do?"

5th week: Each participant writes a brief answer to the question, "If you only had a week to live, what would you do with it?"

6th week: Each participant lists in rank order the five things that matter most to him.

7th Week: Each participant briefly answer. the question, "If for some reason you had to move to the other side of the world in 10 days, what things would you be sure to finish before you left?"

Other self-revelatory material obtained from the HP experience will also be relevant in Value Bombardment, especially the list of strengths and the list of successes, and possibly also the list of recent non-successes, a list of weekly goals accomplished, and a list of weekly goals not accomplished.

Value Bombardment

Group Feedback:

The actual Bombardment consists of group - and self - reflection and discussion on as much of the above material as the group leader chooses to draw upon, visually organized in such a way as to maximize the perception of predominant, contending, and discordent elements in the participant's value system. My students have consistantly reported that the visualization of this data is the key to their ability to deal with it and gain insight and perspective.

This semester I used the blackboard for the side-by-side reproduction of such lists, but found this medium of "publication" highly restrictive. The blackboard is large enough for only a few lists. Also, visual association being highly proportional to visual proximity, the blackboard prevents maximum visual association to the extent that the lists cannot be conveniently rearranged relative to one another. Next semester I shall use an overhead projector, which will accommodate a larger number of lists and which will also allow each list to be reproduced in any desired combination with and relative position to other lists.

Objectives:

With such a large amount of data in a form which lends itself to perceptual and conceptual organization, the group can more easily generalize 1) life priorities (which is what values actually are), 2) inconsistencies and discordant factors which inhibit maximum realization of said priorities, and 3) supposedly "no control" situations over which the participant does in fact have some control.

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSIONS NO. 9-12

In a group of 12 persons plus the leader, the two-hour period will probably be spent as follows:

1) Review of goals set last week in relationship to values. (15 minutes)

2) Introduction to and the beginning of Strength Bombardment. (80 minutes)

3) Break

4) Goal Setting (20 minutes - terms of values)

HUMAN POTENTIAL SEMINARS

SESSIONS NO. 9-12

I. Goal Review

II. Strength Bombardment.
By this time in the seminar, some level of trust and openness should be established within the group. The group members should have had several opportunities to have become acquainted with each other. It is at this point that we move into the area of acknowledging strengths. The instructor should feel that the group members are relatively free in talking and sharing with each other.

The strength bombardment method should be explained to the group members. An introduction to this experience might be:

> There are parts of ourselves that often go unused because we have not yet recognized them. In order for us to begin using these resources we need to identify them. In the Strength Bombardment, we will be looking at the strengths we see in ourselves and in other persons in this group.
>
> The identification of strengths can be done in a group setting in the following way:
>
> 1. By our listing the strengths we see in ourselves.
> 2. By our inviting other persons to share the strengths they see in us.
> 3. By our inviting other persons to share what they believe is keeping us from using our resources.
>
> Since many contacts are on the basis of limited previous contact, it is equally important that, in this experience, group members contribute their insights, perceptions, and hunches as to the strengths of the individual and what keeps him from using his strengths. This experience should be done in a depth of warmth and honesty.

Note: Participation in the strength bombardment experience should be done on a voluntary basis. Those persons wishing to participate should place their names on a piece of paper and place it in a hat. (If no name is placed in the hat, the leader may decide to go first to begin the process.) The opportunity to put one's name in should be given at several points during the strength bombardment phase - i.e. - at the beginning of each session when strength acknowledgement will be included. Some persons, although hesitant at first, are interested in participating once others have gone through the experience. No mention should be made of those who choose not to participate.

Process.

1. The leader draws a name out of the hat. Before that individual begins, the leader asks another member of the class to be a recorder and take down notes on what is said by and about the individual. This sheet is then given to the individual at the close of the experience. The method begins by the individual asking himself the question, "What strengths do I see myself as having?" He then answers the question by listing as many as he can. (Note to leader: strengths seem to be better defined in phrases than words, such as honesty vs. "I am truthful about my feelings about others.")

2. When he finishes he asks of the group, "What other strengths do you see me as having?" (It is important that the individual verbalizes this question to the group; this is his invitation to group members to participate in talking to him.) Members of the group respond with insights, perceptions, and hunches.

3. When the group has listed the strengths they see, the individual asks the question, "What keeps me from using these strengths?" (Again the importance of the question to be verbalized.) The leader should attempt to help these responses to be seen in the area of "keeping me from using my strengths" rather than an emphasis on weaknesses.

4. At the close of the experience, the group is invited to create their fantasy of that person in five years or in ten years if he is using his strengths. (Another way to describe fantasy is "What do you see this person doing in five years?" in ten years?") The individual does not need to respond to these fantasies but should see them as a concrete example of where his strengths might be applied.

5. The individual should be asked how he felt about the experience. He may have experienced many feelings and new insights which he should feel free to share with the group.

Usually the strength acknowledgement experience takes about twenty minutes. It is possible for the experience to last forty minutes but spending such time on each person may develop into boredom for the group members before each person has had his turn. The instructor should be sensitive as to the level of anxiety of the individual and should not allow it to make the individual overly anxious.

Note: A variation to the above outlined method would be to:

a) have all individuals prepare a list of their strengths prior to the session
b) have the individual read aloud his list and have members respond to it as described above in #2-3 allowing for a time limit on each part.
c) have the group fantasies
d) have the individual set a goal in the area of his strengths.

III. Goal Setting - using values and top strengths.

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSION NO. 13

In a group of 12 persons plus the leader, the two-hour period will probably be spent as follows:

1) Review of goals set last week in relationship to values and strengths. (15 minutes)

2) Human Potential Bombardment (Most of Session)

3) Break (5 minutes)

4) Goal Setting - in area where potential has not been used previously or not for a long time. This is a part of the Human Potential Bombardment experience.

HUMAN POTENTIAL SEMINARS

SESSION NO. 13

I. Review of Goals. All goals at this time should be set with strengths and values in mind. Thus the review of goals should be seen in light of the participants values. If goals are not accomplished, a shift in values may be evident which should be pointed out to the individual if he is aware of how these affect his actions.

II. Human Potential Bombardment: All persons have potential in areas in which they would like to have experience. This method is developed to expand their horizon of experiences and to plan for achievement in these areas. An introduction might be as follows:

> One of our purposes in this course is to expand our potential as individuals, especially into areas where our strengths have been dormant. Today you will have an opportunity to focus on these areas and plan for some meaningful activity in one of them.

1. Ask the group to put on the board those areas which they see as making up a whole person. (If they have done this in the Achievement Analysis, many of these areas might be repeated)
2. Now ask each individual to list five areas in which he feels that he may have potential that he hasn't used. The areas may be more specific than those listed, for example, one of the areas listed on the board might be recreation. The individual may want to narrow this down for him, such as football.
3. These areas are shared by the individual with the group. The group is to respond in terms of whether or not they have seen the same or other areas of potential in the individual. This time should mainly be a reinforcement so that the individual feels he can achieve something new. The group may discuss various specific ways in which a person can use potential in any given area. This helps a person to identify actions he may attempt. The group should not become bogged down at this point, moving on to the next person after three or four minutes.
4. Following the sharing, each person should set a goal which will tap into one of these areas by the following week.
5. When possible, the leader should encourage the group to do something together in this session that is using "new" potential.
6. Note to leader: You might want to have a "fruit" session the following week. If areas like drawing, painting, or creating with visual medium are mentioned, you can encourage persons to bring these to the next session.

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSION NO. 14

In a group of 12 persons plus the leader, the two-hour period will probably be spent as follows:

1) Review of Goals. "Fruit" session at beginning to encourage persons who used "creative & visual" potential to share the results. All persons should be given the chance to share this goal. (20-25 minutes)

2) Conflict Resolution (most of session)

3) Goal Setting - in such way that person can move out of conflicts.

4) Announce that next sessions we work on long-range goal setting.

5) Questions from group.

HUMAN POTENTIAL SEMINARS

SESSION NO. 14

I, Goal Review. This may be a "fruit" sharing experience in which persons share the results of their attempting to use "new" potential. Any visual results may be passed around, eaten or otherwise shown and responded to appropriately.

II. Conflict Resolution. This may be introduced as follows: "Today our time will be used in looking at personal conflicts and helping persons learn how to move out of conflict situations. This is the phase of our experience together which we will refer to as conflict resolution."

1. As we begin I'd like each of you first to write down your 5 top values and rank them in their order of importance. Please state your values as of now, you need not try to recall what you have written previously.

2. Now please write down your 5 top personal strengths.

3. Now write down one conflict situation you are presently facing. Note: The "Conflict Resolution Worksheet" may be distributed prior to the listing of these 3 strengths but only if it can be used as an aid not as a lesson to be done. Use your own perception to determine this.

4. Ask for a person to volunteer to state his values, strengths and personal conflict situation.

5. Three types of conflict situations. (Stated by leader)

   a. intra-personal - when an individual has values that he is trying to maintain at the same level of importance without making a decision as to which one is most important.

   b. inter-personal - when another individual has different values than the participant, and thus a conflict between the two sets of values occur.

   c. institutional - when institutional values differ from the person's values and cause a conflict.

6. Resolving Conflict. An individual has to resolve conflict in terms of values - his or someone else's.

   a. The first job is to help him locate the type of conflict situation he is in. If it is in terms of his own competing values (intra-personal) he has to make a deliberate choice as to the most important values. If the conflict is inter-personal, he needs to try and articulate what the other person's values are, choose which is most important to him. If his conflict is between himself and an institution, he needs to decide what the institution's values are and whether or not they are more important to him than the priority he has just stated for himself.

b. A hang-up for many people is between "should" values imply someone else's value system that the individual is trying to adopt for himself. "Want" values imply his own items of importance. To motivate oneself, the individual needs to be operating on his "want" system or "real" values.

c. Using one of his top strengths and a conscious choice as to the top values involved, helps him move out of his conflict situation by reinforcing the top values. The goals should meet the same criteria as before, this time based on his values for this situation.

d. Example: A person had a conflict between studying and playing baseball. His parents wanted him to study more. In listing his values he put down education as no. 1 and sports as no. 2. The group feedback to him was that he would not have the conflict if his values were as they had been written down; instead he was trying to keep both values on the same level. The leader then asked him to list his parents' values for him. Education was first in terms of their values for him, and sports did not appear in the top 5. This is an example of inter-personal conflict. The person was asked to choose between his values for himself and his parents' values for him. He chose his. He then set a goal using a top strength and his perferred value: to play baseball four nights during the coming week. He also decided that he would explain his value system to his parents. The following week he reported that he had met his goal. His own listing of values reflected a change: 1. sports, 2. school.

e. Once the group has seen the process at work with 2 or 3 group members the group may be broken into triads for conflict resolution. This provides an opportunity for all persons to get in the process.

III. Leader announces that in the next session we will set long-range personal goals using strengths and values. Married persons may be encouraged to discuss this aspect with their spouses before the session. Goals will be set for 6 months, 1 year, 2 years, and 5 years

CONFLICT RESOLUTION WORKSHEET

RANK ORDER THE FOLLOWING ITEMS FOR YOU:

Values: something that is worthy for its own sake	Strengths
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Conflict situation:

_____

Where are there discrepancies among the above items?

There are there consistencies among the above items?

What are the factors involved in the conflict: in other words, what is the real conflict?

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSION NO. 15

In a group of 12 persons plus the leader, the two-hour period will probably be used as follows:

1) Review of Goals - emphasize that further goals may need to be set to consolidate on any gains made toward moving persons out of conflict. (15 minutes)

2) Long-range Goal Setting - describe the procedure - allow 10 or 15 minutes or more for persons to write down their long-range goals. Then discuss in the group. (90 minutes)

3) Weekly goal Setting - this can be done with or without reporting the goal to the group. (10 min. or less)

4) Questions from group. (5 minutes)

HUMAN POTENTIAL SEMINARS

SESSION NO. 15

I. Review of Goals

II. Traditionally, long-range goals are often set without regard to an individual's personal strengths and values. In the context of the Human Potential Seminars, long range goals are considered only after a person is able to articulate his strengths and values and succeed in achieving short-range goals. Thus, this phase is an integral part of the experience.

Note: This phase should be announced at Session 14 in order for any married persons to be involved in a discusison with their spouses regarding long-range goals prior to coming.

The process:

1. Each person is asked to recall deliberately what his experience in the Human Potential Seminar had been. That is, he is to listen to the strengths others have seen in him, the achievement patterns which inhibit or enhance his use of himself and the fantasies which persons have had on the assumption that strengths are used.

2. Each person lists his top strengths and rank-ordered values as he sees them.

3. Review the criteria for goal setting.

4. Invite each person to set goals in relation to his values at such intervals as 6 months, 1 year, 2 years, 5 years - where possible the person may indicate which strengths will assist him in achieving these goals.

5. Invite each person to state his values and strengths and to indicate his projected goals to the group. This can serve the function of reinforcement as the group may wish to respond to each person's goals.

III. Goal Setting in fun area.

HUMAN POTENTIAL SEMINARS

OUTLINE OF SESSION NO. 16

1) Goal Review (15 minutes)

2) Summary by leader of the phases the group members have experienced.

3) Response to the Experience

4) Any future meetings as a group will need to be decided.

HUMAN POTENTIAL SEMINARS

SESSION NO. 16

Implications of entire Human Potential Experience

I. Goal Review

II. The leader summarizes the step by step process of the seminar to enable people to see where they have been. The leader then invites the group to respond informally in the following areas.

A. Focus: in what ways can the participants use the H.P. experience apart from the group?

B. In what ways have they observed changes in themselves and in others?

C. Comments on how this could be made a more helpful experience.

D. Open discussion

E. Any future meetings as a group to reinforce the process and renew friendships.